NEW EDUCATION MANAGEMENT IN THE POST-EPIDEMIC ERA OF CONTEMPORARY MUSIC ACADEMY IN CHINA

BY

YUMENG GUO

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION

IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title	New Education Management in the Post-Epidemic Era of Contemporary Music Academy in China
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Abstract

With the outbreak of the COVID-19 epidemic in 2020, larger-scale online classes were gradually launched around the world. In such an environment, the deep integration of the Internet and education has been promoted. Within the past three years, with the development of online software as well as online commerce, O2O, OAO and OMO models have also gradually penetrated from the commerce industry to the education industry. On the one hand, some offline educational institutions are trying new online models, and on the other hand, some schools are trying to make a proper integration of online and offline education. There are also some of the more maturely developed online education companies that have started to experiment with the OMO model of operation. This research, we will take CMA as an example to explore the feasibility of the OMO model to be carried out in higher education institutions. This paper first makes a basic analysis of the current situation of CMA and optimizes it based on the existing publicity model of CMA with SIVA and 4I principles. In addition, a small-scale OMO course was conducted within CMA for experimental purposes, and questionnaires were administered to the experimental subjects before the start and after the end of the course. The results showed that the conduct of the OMO course was well received by students and teachers. The conclusion of the experiment can be concluded that the OMO course model can be further promoted and carried out within CMA.

Keywords: Educational, Online-Merge-Offline, Music Academy, Online Education

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Yumeng Guo

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Chapter 1

Introduction

1.1 Problem statement: Changes in the education sector in the context of the new generation epidemic

In late 2019 and early 2020, the production as well as the life of human beings around the world has changed dramatically due to the sudden outbreak of COVID-19. The movement of people was restricted, and the movement of materials also appeared to be limited. The economic situation of each country then came to a systematic standstill. As a consequence, the education system everywhere was also greatly affected. For example, the opening of schools was delayed, and home study and work became the norm for college and high school students from spring to summer 2020. Such a sudden outbreak disrupts the previous order and brings unprecedented challenges to everyone's work and life.

During COVID-19, "scaled-up" online education became almost the only way to deliver instruction in China's universities, high schools, and elementary schools. The education system took on a major task and led to a profound change in the concept of education, from a classroom-based view of education to a new view of education based on individual educational arrangements. In the history of education, the classroom system is the most influential and still dominant method of teaching and learning. It is a system in which teachers teach a certain size of

students in an orderly manner in a defined place, with face-to-face, offline classes and an emphasis on the concept of uniformity and collective learning.

Online education mainly relies on the Internet and other educational technologies to carry out education and teaching, breaking through the limitations of time and space, and emphasizing the concept of individual guidance and individual learning when carrying out education and teaching activities. The "Internet + education" allows a large number of curriculum resources to be uploaded to the Internet at the same time, allowing students to flexibly choose the content resources they are interested in to meet the needs of individual development; on the other hand, high-quality curriculum resources provide strong support for schools with weak teachers and schools in remote mountainous areas, helping to promote educational equity and improve The quality of education is improved.

While traditional teaching methods involve face-to-face communication between teachers and students, online teaching models involve asynchronous interpersonal communication between teachers and students in a completely different time and space. OMO (Online-Merge-Offline) is a way to facilitate effective teaching and learning activities.

Combining the advantages of traditional teaching methods and the advantages of online teaching, breaking through the boundaries of teaching time and space, the teacher's role changes to that of guiding and leading students.

1.2 Research Objectives: Feasibility of OMO Model

OMO is initially a business model that originated in the field of new retailing. After the concept was introduced, a large number of companies began to shift their attention from the original O2O (online to offline) to the OMO model, and committed to developing an all-channel business model, in order to allow users to have the convenience and selectivity of online when they are offline, while also being able to operate online to get offline experience and services.

Similar to other business sectors, the emergence of the OMO concept is driving training institutions to transform from "single-channel first service" to "full-channel closed-loop service". The trend of diversification and personalization of user needs has impacted on the purely online or offline teaching model of traditional training institutions. The cost of pure online institutions is high, the profitability is difficult, and the course experience is not good. But pure offline institutions have high operating costs, difficulty in scaling up, and a relatively more solidified approach.

Information technology, represented by the Internet and AI technology, gradually penetrates into teaching, management and assessment. People will gradually realize that one of the keys to using technology to empower a breakthrough in online and offline teaching is to be able to promote the synergistic deployment of online and offline. That's why the concept of O2O as a teaching model was created.

On the basis of O2O, some researchers have proposed OAO (online and offline) teaching model, which mainly realizes teaching activities by linking online and offline. However, in this teaching model, online and offline belong to parallel relationship, the boundary is still obvious, and it cannot solve the problem of information flow and cross service.

As a result, Chinese educators took the lead in proposing the concept of OMO teaching model, advocating teaching and service with no boundary between online and offline, integrated functions, and reduced time and space span. Although derived from O2O and OAO, the OMO model has more advantages.

From a theoretical perspective, the OMO model in Chinese schools is feasible, but it also poses challenges. Whether the school can adapt to the new curriculum model and promote it; whether the school's hardware can support the OMO model; whether the school staff can provide technical support for the OMO model; how well students and parents accept the OMO model; and whether teachers can successfully change the teaching model and improve it while maintaining the current teaching efficiency are all questions that still need to be explored.

1.3 Research Hypothesis: Discuss the feasibility of the OMO model within private institutions using CMA as an example

CMA is one of the more well-known private higher education institutions within China, and the courses taught are mainly in music and art. The school offers

courses for secondary school students, college students, and community members. The school's delivery model is primarily offline, but also includes some online correspondence courses.

Since the outbreak of COVID-19, CMA, like other schools, has begun to offer its courses online. For three years, the difficulties faced by CMA are mainly in the following parts.

First, enrollment received certain restrictions. the uncertainty and suddenness of COVID-19 is a direct factor affecting enrollment. For students who have already paid their fees, some of them may choose to take a break or even withdraw and find another study program or find a job. For students who have not paid their fees, their parents will consider whether the situation is safe at the moment and then choose to wait and see. Other students and parents who are about to graduate may question the validity of the certificate issued by the school.

Second, the format of instruction is limited. For art classes, especially music classes, a significant portion of the curriculum, such as instrumental and vocal classes, has relied on offline one-on-one instruction since ancient times. Purely online classes tend to affect teachers' performance and students' feelings. Moreover, students' concentration tends to decline and become lax in the online mode of instruction, thus affecting the quality of teaching.

Third, the initial investment of private institutions, such as space, teachers' salaries, enrollment promotion, purchase of equipment and other items, is mainly

through the students' contributions to maintain their operations. A decrease in student population can easily lead to problems in the school's financial operation.

Finally, with the end of the epidemic prevention and control, the school will gradually resume the offline mode of instruction. But three years of experience with online delivery can be the next stage of experimentation. The OMO model, for example, is ideal for CMAs that are still looking to grow after the epidemic, both to maintain their original offline teaching experience and to gradually transition to a new generation of institutions.

1.4 Limitations and Scope

As a large and well-known institution, CMA is representative of private higher education institutions. This study focuses on the setting, implementation, and management of the university curriculum, and secondary and elementary school are not included in this study.

Therefore, the scope of the study did not cover all school age groups and may have limitations.

1.5 Research Terms

1.5.1 SWOT analysis

The so-called SWOT analysis, that is, based on the internal and external competitive environment and competitive conditions, is the main internal strengths, weaknesses and external opportunities and threats that are closely related to the object of study, listed through the survey and arranged in the form of a matrix, and

then using the idea of system analysis, the various factors are matched with each other to analyze, from which a series of corresponding conclusions are drawn, and the conclusions are usually The conclusions are usually of a decision-making nature.

By using this method, we can conduct a comprehensive, systematic and accurate study of the situation in which the subject of the study is located, so that we can formulate corresponding development strategies, plans and countermeasures based on the results of the study.

S are strengths, W are weaknesses, O are opportunities, and Tare threats. According to the complete concept of corporate competitive strategy, strategy should be an organic combination of what a company can do (i.e., the organization's strengths and weaknesses) and what it can do (i.e., the environment's opportunities and threats).

This paper uses SWOT to analyze CMA's current marketing strategy and concludes that the school should change its traditional model while taking advantage of its existing strengths, and innovate and change. The paper concludes that the school should change its traditional model, innovate and change it while taking advantage of its existing strengths, develop a new and unique educational model, and establish a better marketing strategy.

1.5.2 OMO

OMO is an emerging business model, which means breaking the boundary between online and offline to achieve two-way deep integration. The OMO model

of education refers to the core of improving teaching experience and teaching effect, and through new technologies such as the Internet, big data and artificial intelligence to open up education links and education data, and deeply integrate online and offline teaching scenarios to make products and services both standardized and personalized.OMO model is a self-transformation of the education industry, emphasizing the integration of the whole scenario with teaching as the core.

In this research study, a small volume of OMO courses will be conducted within CMA to test the feasibility of a large scale OMO course within CMA.

1.5.3 4I

The theory of "integrated marketing" was developed and popularized in the 1990s by Don Schultz, a professor of marketing at Northwestern University. Integrated marketing is "to design a strategy based on the objectives of the company and to dispose of the various resources of the company in order to achieve the strategic objectives". Media integrated marketing as a branch of "integrated marketing" application theory, is the emergence of recent years. China's contemporary mass media presents a new form of communication, in short, from the "passer-centric" to "audience-centric" communication model of strategic transfer. Integrated marketing advocates a clearer consumer-oriented concept, therefore, media integrated marketing theory should have an important guiding significance and practical value for the development of the media industry under the new

reform situation in China.

This study will use the 4I principles of online marketing to provide ideas for CMA's marketing strategy, and provide a certain degree of help for the subsequent development of OMO model courses and the promotion among students and parents.

1.5.4 SIVA

The SIVA model focuses on the consumer as the core, driven by the widespread use of search engines, with the brand playing the role of finding answers for the consumer. When SIVA theory is combined with a search platform, it provides consumers with real-time solutions. Information is constantly being updated to appear in the way consumers want it to appear, while consumers can also be involved in evaluating, modifying, and even re-searching the problem. In short, the SIVA theory can be fully embodied in the search platform.

Before an OMO course is offered within CMA, it will be up to the course developer to change their role from that of a lecturer to that of a student, and to put themselves in the shoes of the students and parents who may have a need for an OMO course. SIVA theory will then be used to structure the design and delivery of small-scale OMO courses.

1.6 The Benefits of the Research

This study uses the courses already offered by CMA as a model and focuses on exploring and discussing the feasibility of applying the OMO model in CMA. As an

institution that has already conducted some online courses, CMA has part of the experience and lessons learned, and as a representative of private higher education institutions, this study can also provide reference and help for other institutions that are interested in trying to apply the OMO model in the future, and can reasonably and effectively avoid some possible risks.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 4I and SIVA

The 4I principle of integrated network marketing

With the rapid operation of the Internet and big data, integrated 4I network marketing based on integrated marketing theory has come into being. It emphasizes giving full play to the role of new media such as the Internet in order to expand marketing channels and meet marketing needs, especially to indicate interesting, interest, interaction and individuality. Therefore, in the marketing process, it is necessary to implement targeted and personalized marketing plans based on the different preferences of each customer group, so that consumers feel that a specific product or marketing activity is specifically designed. Network integrated marketing 4I principles in the actual operation process to achieve good expected results, and can well reflect the Internet and big data era on the specific requirements of marketing.

Interesting: Since ancient times, China has had the idea of education and fun, along with the vigorous development of the Internet, the form of entertainment also occupies a large proportion in the Internet, combining education and fun, is the consensus of many people.

Interests: The Internet provides many beneficial services to people every day, which is the reason why it can ride on the development, therefore, interests are the constant theme. There are two common interpretations of this interest, one for recreation and entertainment and one to achieve a certain purpose. Therefore, the “interests" of the education industry can also be divided into two types, one is to pass time in an entertaining way and the other is to acquire scientific and cultural knowledge. The latter meets the interests and needs of most people.

Interaction: The Internet has brought people closer to each other, and everyone interacts and communicates on the Internet platform every day. Internet marketing uses the interaction between the Internet and customers to ultimately achieve the purpose of marketing.

Individuality: Everyone more or less wants to have something unique or tailor-made, which can give consumers a sense of satisfaction. Therefore, it is necessary to implement individualized marketing plans for different preferences of different customer groups in the marketing process.

Marketing SIVA Internet Marketing Theory

Northwestern University professor Don Shultz's recent body of marketing theory is more accurate than previous theories because it highlights the value of online marketing and articulates four marketing priorities from decision making to planning and implementation: Solution, Information, Value, Access. The essence of the SIVA concept is that marketing should be based on the consumer's needs as the

first thing, and then propose effective and reliable solutions through the consumer's needs in order to achieve the final deal.

Solution: Understand the needs of consumers, and then through the needs in order to develop a corresponding solution. In the Internet era, it is necessary to determine the actual needs of potential consumers by analogy and analysis of a large amount of data through big data or cloud data, so as to grasp the essence of the problem.

Information: After consumers have the demand for solutions, they want to know more about the new products, and there are three main ways: introduction and recommendation from friends, finding the corresponding solutions based on their own experience, and finding resources for solutions through Internet technology.

Value: From the consumer's point of view, there are two main aspects of value. First, the problems that can be solved after purchasing the products and services; second, the price that needs to be paid to obtain the products and services. Therefore, consumers usually need to repeatedly weigh the relationship between the two values and finally make a choice.

Access: In the era of the Internet and big data, consumers have a variety of choices, and may search online or offline to find products or services with higher cost performance. When using online consumption, consumers will consider a variety of aspects and finalize their purchase.

2.1.2 About OMO

OMO Development History

The development of China's Internet era can be roughly divided into 4 stages. The first one is the pure online era, which has certain limitations relative to the Internet industry and accounts for only a single-digit percentage of China's GDP. In the second era, the development of the Internet gradually became more and more mature, more and more standardized, the field also gradually expanded to e-commerce, the emergence of the "mouse plus cement" a form of the Internet industry to the real economy penetration rate slowly reached about 10%. The third stage, the emergence of O2O model, from online to guide the flow of customers to offline transactions, Internet goods and services transactions, extended to more scenes, which led to the Internet read the penetration rate of the real economy more than 20%, but this figure is not the end, so there are further development. We have now entered the fourth stage, online traffic to bring consumption, so that more users can enjoy having offline resources. Online traffic is getting more and more expensive, but offline traffic still has huge value pockets. Online empowerment offline new scene opportunities with line, this is the prototype of OMO. The once-popular Mobike foreshadows a weighty change in the near future: the boundary between online and offline will be eliminated.

The development of the Internet era has brought about the OMO era, and its arrival is also contributed by a variety of reasons: First, mobile Internet is

popularized into people's lives, and data is connected and used anytime and anywhere, and the Internet gives us the ability to connect everywhere. Second, mobile payments are slowly penetrating into our lives. Mobile payment means both to collect data and to consume have timely processing, both for merchants and for users have brought very great convenience. Third, life gradually influx of a variety of sensors, computer vision perception, big data, real-time real-world scenarios and behavior data, so as to do further use, mining, so that businesses to find more accurate users, but also for consumers to filter out some of the useless information. Finally, automated robots, artificial intelligence, so that the logistics supply chain process has the ability to automate. In other words, the original world is divided into the virtual data world and the real world, and the two worlds are converted into each other through a very fine pipeline, i.e., a specific method, but in the OMO era, because of the combination of the above four capabilities, the whole world can be real-time data, and the data world empowers the physical world, and the two completely overlap and are no longer divided into two scenarios, which is the online and offline integration.

2.1.2 Definition of OMO

The common explanation of OMO is: OMO business model (Online-Merge-Offline) is a kind of industry platform business model, which helps enterprises comply with the development of experience economy and the change of users' demand by effectively aggregating online sharing business, mobile e-commerce and

offline business, simplifying the way to obtain physical goods and services, and creating an online --mobile - offline trinity of experience store marketing system, so that enterprises and users can conduct transactions and consumption through various carriers and terminals. OMO business model has five exclusive values: reduce operating costs; broaden revenue channels; increase customer stickiness; integrate operating resources; and promote industrial upgrading.

OMO business model is characterized by: one model: unified platform-based business model, S2B, S2b2C. two consumer demand carriers: satisfies customers' purchasing needs and online social sharing needs. Trinity: online - mobile - offline trinity of all-time experience store marketing system. Four-dimensional business strategy: cloud computing and cloud storage technology break the limitation of time and space to create a "four-dimensional" store. Five exclusive values: reduce operating costs; broaden revenue channels; increase customer stickiness; integrate operating resources; and promote industrial upgrading. Eight retail data integration: integration of commodities, marketing, orders, members, inventory, storage, finance, and channels.

2.1.3 OMO-driven education

OMO-driven education can be used to create a highly customized educational experience, improve learning efficiency, increase the reach of quality resources, allow teachers to devote more energy to personalized tutoring, furthermore, provide more comprehensive after-school learning tracking for

students, and achieve seamless coordination between offline and online learning.

The current education system is still largely a 19th century "factory model": all students learn at the same place, at the same time, at the same speed and in the same way. Schools use an "assembly line" model, and teachers have very limited time and energy to devote to teaching, counseling, and evaluating students, which does not allow for a specific understanding of each child's situation, nor does it allow for more targeted instruction based on the children's different deficiencies. We can't give timely help and answers to the problems we encounter. The current online education system can solve these problems to a certain extent and achieve a better educational environment.

We want to transform the current situation of classroom teaching, homework, practice and assessment, and personalized tutoring in the education proper with OMO ideas and tools.

We use the OMO model to reduce the operating costs of teaching institutions; broaden revenue channels; increase customer stickiness; and integrate operating resources.

Through artificial intelligence, OMO will promote the upgrade of the whole education industry, and the road to the future is already open.

The new OMO-driven education model integrates the online and offline worlds to create a learning experience that is tailored to the different needs of each student. The current model of combining OMO with music education is not very

widely used in today's market. Although some online education institutions have started to try to build projects in this area, leading projects and institutions have not yet emerged, and the related theories are not yet mature enough.

With this data we can see that there is a lot of room for development in this section, so there is also a great need for further research to drive music education with OMO.

2.2 Literature reviews

The literature used in this study is mainly based on relevant articles published in domestic journals, and the content mainly includes the following sections.

2.2.1 About the impact of COVID-19 on various industries and the education sector

In early 2020, with the outbreak of COVID-19, the number of patients around the world is climbing. China has introduced policies related to home isolation, and many industries that rely on offline delivery have been hit harder. Examples include the restaurant industry, the movie industry, and the music performance industry. As the Chinese New Year comes to an end, the COVID-19 outbreak has not shown any significant improvement, and there is little hope that schools will start on time. The Ministry of Education urgently called for "no classes, no school", and all types of schools responded to the policy by reforming their classrooms from offline to online. This brings an unprecedented opportunity for the development of "Internet+

Classroom".

2.2.2 About the current state of the education industry in the post-epidemic era

The COVID-19 epidemic was a global public health crisis that accelerated the process of digital transformation of higher education. During the COVID-19 outbreak, which affected more than 190 countries worldwide, nearly 1.6 billion students had to have their schooling interrupted. As of the end of 2020, many schools around the world are still in full or partial suspension, and nearly one third of students are unable to participate in distance learning. Low- and middle-income developing countries, in particular, face an even tougher test. Many students are unable to participate in online learning and continue their education because they do not have an Internet connection. These real-life cases are a reflection of the fact that many countries are not yet ready to deal with the large test of digital transformation.

2.2.3 The content of OMO model and its application in the education industry

In 2017, Kai-Fu Lee proposed the concept of OMO in The Economist magazine and it has attracted widespread attention, and training institutions have started to explore the teaching model based on OMO in order to reduce costs and increase benefits.The application of OMO teaching model in training institutions can be divided into three models: the first one is online services combined with offline teaching. For example, while teaching offline, electronic teaching materials as well

as speech recognition and assessment technology are provided to students. The second type is online teaching combined with offline services. For example, offline learning centers are set up to make up for the lack of online learning and services. The third type is the model of spacing teaching and services between online and offline. On-line teachers and tutors are responsible for teaching, and off-line teachers and tutors are responsible for interaction. The content of the classes is different and the purpose of the teaching activities are different.

2.3 Conceptual Framework

	Marketing	Transformation	Teaching	Service	Teaching Research	Teacher Training	Management
Offline	Out-of-home advertising Offline Activities	Offline trial classes, Offline Course Consultant	Offline lessons	Offline exercises, quizzes, and answering questions	Non-standardized and less transferable	Offline teacher training	Empirical management
OMO	Online institutions use offline schools as an entry point to complete conversions online Use online media as a		Online teaching, offline support Offline teaching, online support Combination of two teachers, online and offline		Combination of online data personalized services for students	Online and offline training to develop teachers' competencies in all areas	Real-time, comprehensive monitoring and evaluation
Online	Search, information flow, online media	Online trial classes, online course consultants Online course advisors"	Online lessons	Online independent practice, quizzes, and answers to questions	electronic, tagged, and data-based teaching and support resources	online content system and other resources, the instructional techniques for different types of classes	operational management, teaching management, services and data closure

Chapter 3

Research Methodology

3.1 Research methods: textual analysis, questionnaire survey, interview survey, experimental research method

3.1.1 Documentary analysis method

In order to expand the scope of the investigation and research, the literature on online Internet teaching, OMO teaching, and domestic and international curriculum construction and other related studies were reviewed through relevant data from China Knowledge Network and Internet document resources. At the same time, we studied music textbooks and books related to music teaching to enhance our understanding of the concept and mode of OMO teaching.

After reviewing and analyzing the literature and related books and materials, we provide theoretical support for the curriculum design of higher education institutions based on the OMO model on the basis of the existing education and teaching theories and with the help of rich Internet resources.

3.1.2 Questionnaire method

Four different questionnaires will be made for four different groups of people in CMA: students, teachers, parents, and managers.

The questionnaires will contain four aspects: the effect of online teaching, the operation of online teaching software, and the attitude towards OMO.

3.1.3 Interview survey method

While the questionnaire survey is being conducted, interviews will be conducted with four different types of people: CMA students, teachers, parents, and managers, with the topic "The feasibility of OMO model in CMA."

3.1.4 Experimental Research Method

A small-scale, month-long OMO course was conducted within CMA, one piano performance course. At the end of the course, participants are tested on their learning outcomes and used to generate research results.

3.2 Data Collection

The study population is mainly for all CMA faculty, staff, and students, and the sampling sample is mainly from the 2021, and 2022 grades of the study. This is because the subjects of these two grades are more representative and typical since the outbreak of COVID-19.

3.3 Instruments/Research Design

Questionnaires, interviews, experiments, comparisons

The main purpose of the questionnaire is to investigate the reasons for students to participate in training, to investigate the daily participation of the college in training, to investigate the college's views on online and offline education, and to investigate the effectiveness of the school's marketing. Through the research of

these questions, it provides a basis for analyzing the problems of the school's explicit marketing strategy and how to optimize it subsequently.

Prepare a few different questionnaires for the survey, divided into three parts: information about the investigator, knowledge and experience of OMO, and opinions and suggestions.

Prepare different topics for the interview, in the form of offline randomly selected subjects for quick interviews.

3.4 Statistics and Data Analysis

3.4.1 Teaching preparation stage

As the initial stage of the whole teaching process, the teaching preparation stage lays the foundation for the subsequent teaching implementation stage by organizing and analyzing the data of teaching objects, teaching contents and teaching environment.

3.4.2 Analysis of "OMO Piano" Course

Piano course, as a performance course, is one of the compulsory courses for students in music schools. The course chooses a more targeted teaching content, buttressing music students, focusing on the integration of both theory and practice, putting emphasis on teaching students basic and practical piano techniques and related performance skills instruction. The aim of this is to train students to master the skills and methods of piano performance and to equip them with the ability to

discover, analyze and solve problems. Efforts are made to equip students with the ability to appreciate and study musical works. And to enable students to be competent in designing, planning and organizing practical piano activities and to become applied people.

3.4.3 Reasons for participating in training

The main reason for students' participation in training is to analyze the focus of the school's marketing. The main reasons for students to attend the course. There are two main issues, the first one is the purpose of attending the course and the second one is the main consideration when choosing the training.

The statistics of training participation are shown in figure 1. Since the teaching of CMA is mainly practical, 37.86% of the students attended the training to improve their professional skills, 16.34% to strengthen their professionalism, another part of the students have zero foundation, so 27.17%, the purpose is because of interest, and the remaining part of the students is because of the requirements of this profession.

According to the current reality, the goal of improving music literacy as should be the main direction of school marketing. For school students, opening a second major should be used as the main marketing tool chosen by the students.

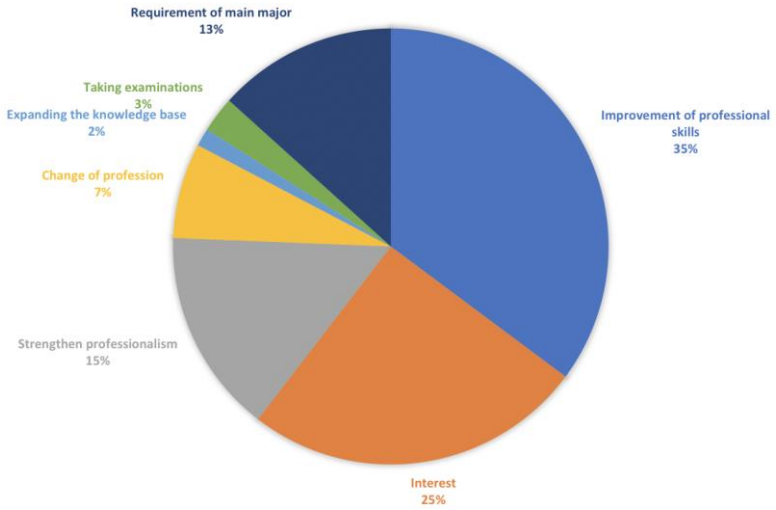

Figure 1

The main considerations for attending the training academy are shown in figure 2, where 28.36% of the participants mainly considered the effectiveness of learning, 15.92% considered the cost of training, and 23.38% considered the practicality of teaching.

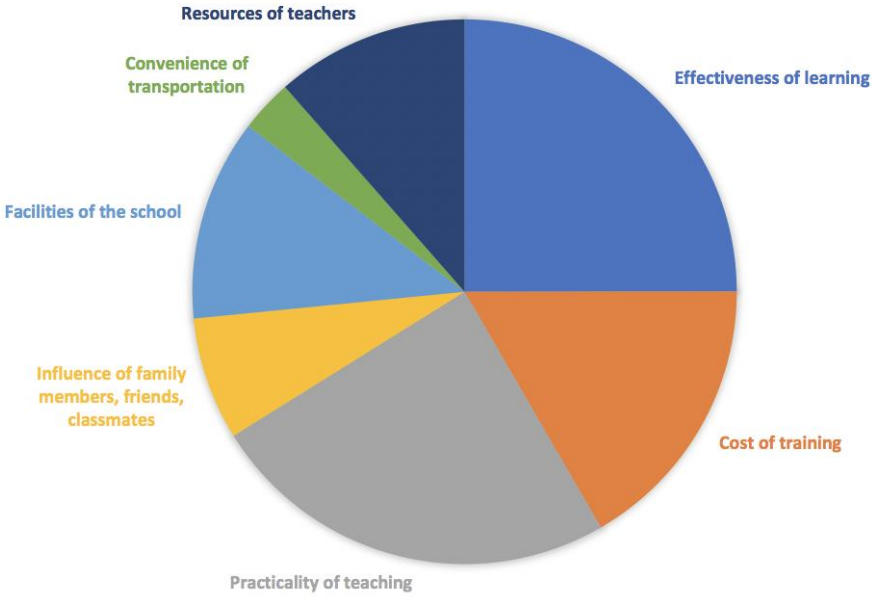

Figure 2

Therefore, for CMA, the marketing should be divided into three segments, first, to improve professional skills, second, to improve musicianship, and third, to focus on the practicality of the content taught. In terms of improving professionalism, the school can provide certificates or proof of students' improved professionalism each year, which can be used as a reference for potential students; in terms of improving practicability, the school can provide the types of exam certificates obtained each year and the passing rate, as well as the employment rate of students after obtaining the certificates, which can be used as a reference for potential students. At the same time, the price of the training can be considered and lowered to a lower level at the same level. This would be very attractive to potential students.

About students' daily participation in training

Students' daily participation in training focuses on understanding students' daily learning schedule, which facilitates the analysis of the necessity of online and offline education. Two questions were designed here: the main schedule of students' usual study, and the form of study involved in training.

As shown in figure3, the proportion of the main time arrangement of the college's usual study, 37.82% of the students, the study time can be fixed in a certain period of time, while 23.72% of the students are working people, need to use the rest time of holidays. For the remaining trainees, the time is not fixed. Therefore, online learning is very necessary if we want to get the most students.

This will allow trainees to attend the course from any location or at any time.

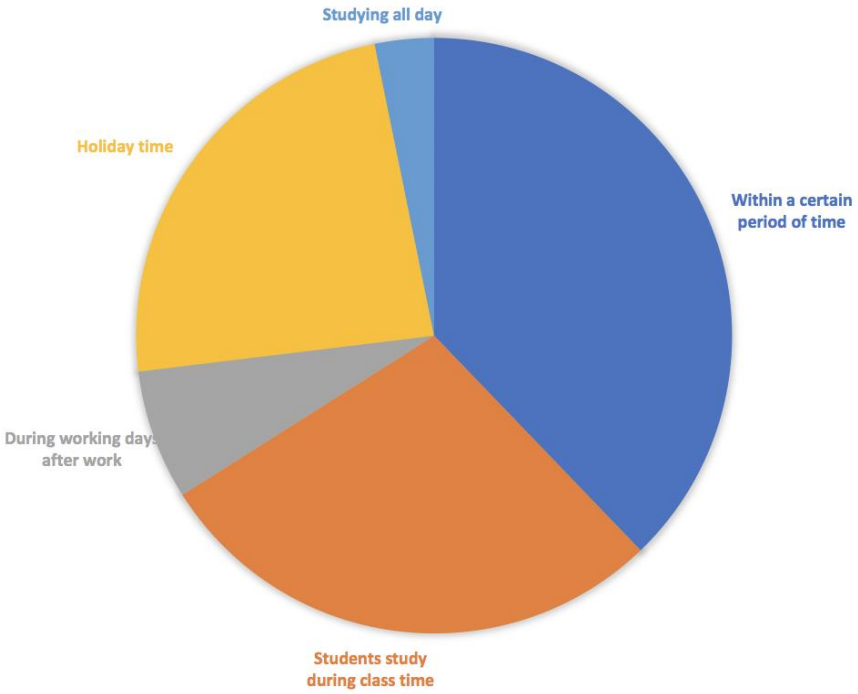

Figure 3

As shown in figure 4, the proportion of the main forms of participation in school training, only 0.79% of the participants now use only offline learning, indicating that with the development of the times, online learning is becoming more and more the mainstream way. Among them, 47.5% of the trainees are mainly online while 39.17% of the trainees are mainly offline when they study. The main reason is that some of the students are school students, and students mainly attend classroom lessons. Only 2.5% of the participants used a 50/50 split between online and offline. This indicates that online education and offline education are not yet connected closely, and the OMO education model needs to be strongly supported.

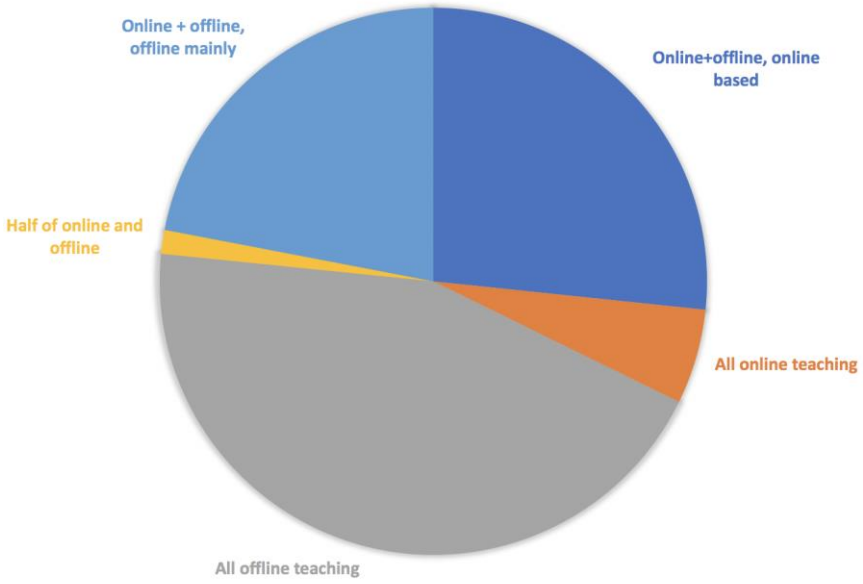

Figure 4

Participants' views on online and offline education

I surveyed the participants' views on online and offline education and analyzed whether the development of OMO education mode can improve the core competitiveness of CMA. A total of two questions were designed to address the participants' views on online and offline education. First, the problems of purely offline education in schools, and second, the problems of purely online education in schools.

As shown in figure 5, 47.27% of the participants think that pure offline education has limited time and some problems are difficult to solve. 26.83% of the participants think that pure offline education has a single teaching method and limited content. Therefore, pure offline education can no longer meet the needs of modern education, it is very necessary to provide online education, and online

education needs to meet the diversification of content and form.

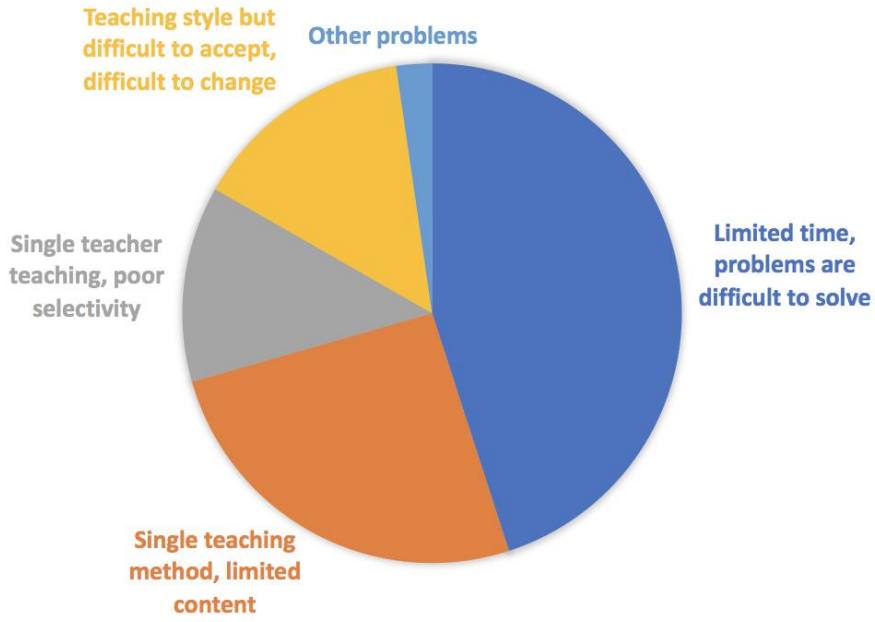

Figure 5

Therefore, for CMA, pure offline education can hardly meet the needs of the times and online education must be developed. However, pure online education will also make students have various concerns, and a seamless combination of online education and offline education must be realized. In terms of online education curriculum development, it should be able to meet the needs of different groups of students. For working people, the quality of learning should be ensured, the teaching format should be varied, and online features such as timely Q&A and question banks should be provided. For school students, the courses should be able to ensure the sharing of learning materials, a variety of teaching formats, and after-class practice and Q&A functions.

The courses developed under the OMO model should meet the needs of

students, coupled with good offline services. This will improve the core competitiveness of CMA.

Research Summary

The following conclusions can be drawn from the questionnaire survey: With the development of Internet technology and the development of social ideology, almost all students now need to receive online education. And online education is still the inevitable trend of future education development. But pure online education will also have various problems, and it needs to be developed in the form of combining online education and offline education, i.e. OMO education and training mode is the future trend of education and training development. For CMA, in order to improve the core competitiveness of the school, it should vigorously develop the OMO model, improve the research and development of online education products and enhance offline education services. At the same time, the school should also make full use of Internet technology tools and the school's influence and word of mouth for marketing, focusing on the school's practice, professional improvement and the proportion of certificates obtained to improve the school's marketing power and reputation.

Chapter 4

Data Analysis Result

4.1 SWOT analysis of CMA's current marketing strategy

Strength: CMA as an old music education institution, the school always pays attention to the reputation and teaching services, and has the following advantages: First, the school has been cooperating with enterprises in recent years, on the one hand, the employment rate of school students has been improved, on the other hand, because enterprises join the process of training talents in the school, which makes the school's hardware and software have been improved accordingly. Secondly, the school's student population is richer, and the school's software and hardware have been upgraded comprehensively. Third, the school has been strengthening its teaching staff, and the current teachers often go out for training and participate in practical activities in enterprises. Fourth, the school has invested in online education, and has set up online correspondence courses since before the COVID-19 outbreak began. Fifth, the school is in the capital city with convenient transportation, and the school has a relatively regular student population.

Weaknesses: During the development process, CMA has exposed the shortcomings in the development process, mainly in the following aspects: First, there are not enough advantageous majors, which limits the promotion and development of the school. At present, the school has six faculties, and the more well-known ones are

mainly vocal music and dance majors. Instrumental performance, behind-the-scenes production and film and television performance are not well enough known. This requires the school to develop more fine courses to improve the school's popularity in order to help the school better develop the market. Secondly, the school's online courses are too backward and cannot meet the development of online development. At present, the school's online courses are still stuck in the stage of recorded and live classes, which is not enough to adapt to the development of society in the current form. Only by combining the advantages of online courses and offline courses and creating CMA's own OMO model can we help schools develop. Third, teachers and marketing are basically in a disconnected state. Nowadays, the concept of most teachers is still teaching-oriented, without considering marketing and management-related matters, and the overall concept is rather backward. In fact, the regional nature of the courses taught by teachers, the breadth of their knowledge, and their ability to promote high-quality courses can be decisive for marketing. Therefore, due to the complete disconnection between teachers' teaching and marketing, it makes some students appear to be lost. Fourth, the marketing methods are too old. the school management of CMA has been focusing on the teaching quality of the school, but has not paid enough attention to the marketing management of the school, resulting in the market development of the school is not fast enough. The current school marketing method is still stuck in the traditional marketing methods. With the development of the Internet era, some

new Internet means have been adopted for marketing, but there are fewer innovative applications. Competitors in the same industry have gradually started to use Internet thinking to reform their schools and are growing rapidly. Therefore, in such an online environment, it is necessary to try to reform the CMA marketing model.

Opportunities: Although CMA is one of the most well-known institutions in China, there is still a gap between it and the top schools in the country. The school has been focusing on the upgrading of basic facilities, management level and teaching level of teachers, all of which have given CMA a bright future.

With the development of society, the country pays more and more attention to the development of practical education, and this CMA provides good policy support. Meanwhile the maturity of Internet and big data technology, online education has become a common phenomenon. Considering CMA's perfect offline education system, this provides a prerequisite for CMA to develop OMO mode. However, students with different needs have different needs for courses. For example, the needs of school students are employment rate, and the needs of working people are to improve their education or professional skills. The traditional education model is difficult to ensure the different needs of all people, and the CMA courses can be a good complement to them.

With the improvement of economic level, people's requirements for the spiritual world have also increased. More and more people are noticing the impact

that education and skills can have on employment and life. Many people who were once unable to attend studies for financial reasons are now starting to re-enroll in studies. At the same time, society is becoming more and more competitive, and the improvement of professional skills is equally important. Therefore, the development of vocational education is also becoming more and more important. All these provide good external conditions for CMA.

The rapid development of online education has also brought a new direction to the education industry. The shortcomings of traditional education are gradually discovered. Therefore, in the era after the COVID-19 epidemic, more educational institutions have invested in the development of online education models and have started to build OMO education models to better combine education and the Internet, thus improving the quality of services in the education industry. This has become the new direction of education development today.

Threats: The competition and threat between industries, as well as the competition and threat between different industries and each other, is the most important part of the industry development process. the first thing that CMA needs to deal with is the competition from the same industry. the birth of OMO model will inevitably lead to the imitation of most peer competitors. In order to quickly occupy the market, vicious competition is bound to exist, such as the competition of price war. Secondly, the competition from external industry, mainly the competition of online education. Many Internet companies simply develop educational software, and

through external publicity can quickly occupy the market of online education, without the need for actual offline teaching. Finally, the influx of foreign funds, joint ventures and cooperative schooling are in full swing. Combined with the liberalization of domestic family planning policies, the Chinese training market will become even larger. It is for this reason that many investment institutions around the world have increased their venture capital in the Chinese education and training market. Schools that have received investment are more capitalized and are able to vigorously promote and market their school brands and strengthen cooperation with powerful rivals to vigorously capture market share, posing a serious threat to CMA's traditional dominance.

Summary of SWOT analysis: According to the above four aspects of analysis, the school should give full play to its own strengths, vigorously develop the school's offline courses while relying on the school's software development process to promote online education. Through continuous practice and fondling, online education and offline education can be seamlessly connected to meet the different needs of different students. Regarding the marketing strategy, the traditional marketing model must be changed and must be combined with innovation and reform of the marketing model in the Internet environment. At the same time, it is necessary to innovate the management mechanism of the school, to motivate the staff, to raise the awareness of service and to improve the quality of service. At the same time, the school should make full use of the government's policy guidance. In

this era, practical education is increasingly valued, and the school should seize the opportunity to vigorously develop the school's software and hardware facilities, enhance the variety of the school's high-quality courses, increase the strength of cooperation between the school and enterprises, enhance the strength of online education software development, improve the professionalism and service awareness of teachers, and create a modern CMA in line with the development of the times. Finally, in the process of market competition with training institutions in the same industry, it is necessary to prevent homogeneous competition and offer courses with characteristics, good quality, good service and not easy to imitate, and on this basis, to compete with competitors in a diversified way. Form a unique OMO education model to provide students with a full range of services and provide good prerequisites for better marketing of the school.

4.2 Analysis of "OMO Piano" course

4.2.1 Analysis of teaching characteristics

Autonomy of student learning. Students can be counted as a pre-course independent learning stage until they proceed to the course. Students can use the online platform, according to the teacher's requirements, to conduct online independent learning, so as to master certain professional skills. This session facilitates the students' initial understanding of the important and difficult techniques.

Teachers post demonstration videos of the key and difficult points of the lesson to

the online platform through pre-class interaction. The teacher can also focus on answering questions as they arise in the online software. Students can practice according to their own reality and can also decide the difficulty and requirements of the exercises according to their own situation.

In the OMO model of piano lessons, the implementation of teaching activities focuses on the student's ability to study independently before the lesson. If students have a negative attitude towards independent learning, they will not be able to complete the initial mastery of the content before the lesson, and they will not be able to meet the teacher's requirements for the students, which will affect the subsequent teaching activities. This requires mutual cooperation and communication between teachers and students. Let students have more motivation in the process of independent learning and collaboration in order to achieve the most optimal teaching effect.

Establish dynamic, immediate and intuitive learning analysis. The OMO piano course built on IT support can further personalize and quantify the analysis of students in a timely manner, based on the traditional learning analysis and feedback from students before and after class. Teachers can also elaborate on common student problems by means of video comparisons. In this way, students can improve their understanding of the course content when practicing on their own before class, thus saving the time spent on learning the movements in offline classes. It is conducive to the improvement of teaching efficiency.

4.2.2 Analysis of teaching results

This study relies on the piano course, as shown in Table 1, and statistical analysis of the first set of data, the final comprehensive grades of the piano majors in the class of 2019, and the second set of data, the final comprehensive grades of the piano performance majors in the class of 2020, were added and compared, envisioning that the comparison of the two sets of data would reveal the actual effectiveness of the piano course in universities based on the OMO model.

The total number of subjects to which this study was applied was 40, of which 20 were studying with the traditional teaching model and 20 were studying with the OMO model. The first group of results was obtained by applying the traditional teaching mode, while the second group was obtained by applying the teaching based on the OMO mode. The teachers were informed that the overall level of piano skills and abilities of the students in both classes did not differ significantly, and that both sets of data were compared under the same teaching and assessment content, so as to eliminate the interference of a series of variables in the data.

	Test	Significance level
Control group	One-sample Kolmogorov-Smirnov test	0.628
Experimental group	One-sample Kolmogorov-Smirnov test	0.544

Table 1 Non-parametric test results table

Firstly, the data obtained from the two groups were subjected to a one-sample nonparametric test using SPSS 21.0 separately to test whether the final

comprehensive assessment scores of the two groups under the traditional teaching mode and the OMO mode conformed to a normal distribution. The K-S test of the non-parametric test showed that the K-S test of the piano skills final assessment scores of the control group, i.e., the students in the traditional teaching mode, was 0.628 (Sig > 0.05), and the K-S test of the piano skills final assessment scores of the experimental group, i.e., the students in the OMO mode, was 0.544 (Sig > 0.05). distribution showed a normal distribution.

	N	Mean value	Standard deviation	Sig.
Control group	20	83.7	6.81	0.00
Experimental group	20	86.65	6.78	0.00

Table 2 Table of results of independent sample T-test

The scores of both the control and experimental groups conformed to a normal distribution, requiring the use of an independent samples t-test. The two were compared and analyzed so as to test the comparison of teaching effectiveness between the two under the OMO model of teaching and the traditional teaching concept. From Table 2, it can be concluded that the mean value of the control group is 83.700 and the standard deviation is 6.81, and the mean value of the experimental group's performance is 86.650 and the standard deviation value is 6.78, and the mean value of the experimental class's performance is higher than that of the control group, which indicates that there is a significant difference between the two groups' performance data. In other words, the effect of teaching in the OMO mode is better than that in the traditional teaching mode. Thus, it is

concluded that the teaching of OMO mode applied to CMA course can have a positive impact on students' learning outcomes and has a significant teaching effect.

4.2.3 Student evaluation feedback

After the course, we conducted a questionnaire survey again to find out the students' approval level of the whole course through the OMO mode, so as to judge whether the teaching mode is effective and scientific, and to find out the shortcomings and deficiencies and make up for them in time.

As shown in Table 3, Table 4 and Table 5, the majority of students were very supportive and satisfied with the OMO mode of teaching and learning. The main attraction for students is not only the more flexible time, richer resources and more convenient communication, but also the unique and novel way of teaching evaluation under the OMO model.

Evaluation Form of Teaching Format		
	Number of people	Percentage
Very satisfied	11	55%
Satisfied	8	40%
General	1	5%
Not very satisfied	0	0%
Very dissatisfied	0	0%

Table 3 Evaluation Form of Teaching Format

Evaluation form of teaching activities		
	Number of people	Percentage
Very satisfied	12	60%
Satisfied	8	40%
General	0	0%
Not very satisfied	0	0%
Very dissatisfied	0	0%

Table 4 Evaluation form of teaching activities

Evaluation table of teaching effectiveness		
	Number of people	Percentage
Very satisfied	14	70%
Satisfied	5	25%
General	1	5%
Not very satisfied	0	0%
Very dissatisfied	0	0%

Table 5 Evaluation table of teaching effectiveness

The teaching based on the OMO mode has strengthened the students' knowledge about piano. 65% of the students strongly agreed with this view, saying that they could get detailed video materials during the independent learning activities before the class and the videos pushed after the class, which enhanced their interest in learning piano and made them motivated to learn while watching them and understanding the gap between themselves and the professional players. It can be seen that the learning situation of the students improved in all aspects after the course, indicating that the students also have a positive attitude towards the OMO mode of teaching and learning, and that the students are happy to accept the emergence of the new mode and actively cooperate with it.

4.2.4 Teacher evaluation feedback

For the teaching process, OMO mode enhances the depth and breadth of teaching resources in teaching activities and makes teaching methods richer. In terms of teaching outcomes, compared with the teacher-led traditional teaching model, the OMO model can make full use of online teaching to make up for the shortcomings of offline physical classroom teaching, stimulate students' subjective

consciousness in the learning environment, and maintain the teacher's guiding role at the same time.

The study also found that individual students did not have a positive attitude toward the OMO mode, so teachers still need to make efforts to find students' interests during teaching activities and try to use various ways to make students feel piano-related knowledge and inspire more students to actively join the OMO mode.

In summary, most students and teachers have positive attitudes toward the OMO model and are positive about the results of this model. If we can ensure that both students and teachers can participate in teaching activities in an orderly manner, the OMO model will have a very promising application in other professional teaching.

Chapter 5

Conclusions and Discussion

5.1 Overview of research results

This paper is a general introduction of the current situation and development trend of the education industry in the context of the social environment after the outbreak of COVID-19, based on domestic and international education development trends, domestic government policies, and the development status of domestic education and training institutions. The external macro environment of the school was roughly analyzed with the characteristics of CMA's school.

With the help of a questionnaire survey, the learning preferences of students within the school were understood, while SWOT analysis theory was used to objectively analyze the opportunities, threats, strengths and weaknesses of the school, and then the accurate positioning of the school itself in the strategic environmental conditions of the online education market.

For the characteristics of the CMA school itself, the SIVA theory of market sound strategy and the 4I theory are used to optimize the marketing strategy of CMA and propose a current marketing strategy model suitable for the development of CMA.

The initial experiment of OMO model music courses was further carried out by implementing OMO piano lessons in the school, and then the analysis of students'

learning as well as teachers' teaching by means of questionnaires and interviews yielded relatively positive results.

The broad conclusions are as follows.

First, applying the OMO model curriculum to the internal mechanisms and external conditions of music-based training institutions or higher education institutions is more effective and quite operational.

Secondly, the OMO model of teaching complements the advantages of both offline face-to-face classroom teaching and online platform teaching, and has more significant advantages for tailoring teaching to students' needs, providing effective feedback on students' learning process, facilitating teachers' targeted and timely solutions, and stimulating students' interest in exploratory learning.

Third, the OMO mode of teaching divides the course into three parts: online independent learning before class, physical teaching during class and online consolidation after class, which does not limit learning to the physical face-to-face lecture format, and makes up for the shortage of offline face-to-face lectures with online resources, which can significantly improve students' learning status and efficiency.

Fourthly, the OMO mode of teaching helps to enhance students' knowledge of music and improve their piano skills and professionalism in music, as well as to strengthen cooperation and communication among students.

Fifth, both students and teachers have a positive attitude towards the OMO model

and are positive about the final results of this model. This model has a promising application in other professional skills-oriented majors and has some reference value.

5.2 Discussion

The OMO model has not been applied to the education industry for a long time, and the technologies are not perfect yet. Not only the online course platforms developed by Internet companies, but also the online course platforms developed by schools, there are always various problems and defects in different platforms. For example, Ding-Talk's lack of privacy, Tencent classroom's lack of compatibility with different devices, and so on have been improved in large-scale online courses, but there are still some teachers or administrators who are not well adapted to the application of these software. At the same time, some of the online courses are still lacking in content creation because they need to capture the market. These software are more suitable for students who already have some basic knowledge, and more suitable for students who have no basic knowledge. A significant part of the course content of these software is not professional enough, so the content can not meet the different needs of students.

5.3 Recommendations

5.3.1 Technology for management efficiency improvement

For us, "online education" is the "Internet+" teaching mode with the help of Ai, big data, ICT and other technologies, but in many scenarios, technology is only an auxiliary means and cannot be blindly equated with the whole education solution. The scenario where the value of technology can be maximized lies in the application of advanced technology in management, enrollment, scheduling, process operation and other aspects, releasing the workforce of instructors for the polishing of teaching quality and the construction of personalized services, which can help improve management efficiency. In the teaching side, teachers are the core, and the construction of a strong teacher supply network system is the platform's greatest responsibility to users, and is the carrier to ensure that the essence of education does not deviate. At the same time, the application of technology that follows the laws of child development is an effective application. The younger the students are, the more cautious the choice of technology should be, and full online or artificial intelligence may not be suitable for very young students. A clever blend of online and offline teaching OMO model is more suitable for teaching scenarios of different ages.

5.3.2 Break through the confinement of traditional teaching with the help of big data analysis

No matter what kind of online education platform, it should strive to build a diversified classroom supply system. On the one hand, it can cooperate with professional colleges and universities resume all-round, and build a talent reserve

base, and increase the participation of higher talents in the R&D team. On the other hand, the platform can unite with famous universities at home and abroad to publish teaching materials, focus on the integration ability of platform resources, maintain the vitality of product content, and guarantee the sustainability of the teaching model. At the same time, we can broaden the scope of product business and explore the output of product content in multiple dimensions to realize the virtuous cycle of teaching.

Network information as the medium of software, for the stability of the network has a great since, for example, usually offline teaching when the teacher can directly correct the mistakes made by students at the moment, but the network delay and lag will affect these. So the two-way video mode is bound to become standard in some online education software. On the other hand, from the student's point of view, this creates a more realistic teaching environment, and from the administrator's point of view, it allows for better monitoring of the teacher's teaching attitude. So online software can consider using immersive projection, 3D full-system modeling technology, etc. to help create a more realistic educational atmosphere so that spirit, awareness, and attitude can be better spread between students and teachers, thus enabling teaching and learning to grow and be tailored to each other's needs.

5.3.2 Outlook

At present, educational institutions are gradually shifting to OMO business

model, how to recognize the challenges and development faced by educational institutions and schools under the current business model, and how to provide appropriate marketing strategies for each educational institution and school under the current situation, which can be used to promote their benign development, is of great significance to both educational institutions and schools at present.

This paper mainly focuses on the analysis of marketing strategies and experiments of OMO model courses for CMA, but lacks analysis and experiments for other training and education institutions and schools. And it focuses more on the professional education and training aspects, while the cases receive various influences such as geographical location, school operation level, and school professional structure, etc. Later, we can analyze different training institutions and schools from different education categories and different environments, so as to explore more possibilities of OMO model implementation in education institutions and schools more comprehensively.

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Appendix

Questionnaire

The questionnaire is intended for 4 different groups of people, for students, teachers, parents, and managers. The document numbers are S1, T1, P1, M1. The following sample forms are S1 and T1.

1 What is your status?

A student; B teacher; C parent; D administrator

2 What is your age/professional age?

A under 18 years old; B in college (please fill in the grade level); C teaching 0-3 years;

D teaching 3-5 years; E teaching 5-10 years; F teaching 10 years or more

3 Have you ever experienced online courses before?

A Yes; B No; C Want to try; D Don't want to try

4 How satisfied are you with the online courses?

A Have not participated in online courses; B Very good; C Average; D Very poor

5 Are you able to operate online teaching software?

A Yes, it is easy; B Difficult, need to learn; C Too complicated, can't operate

D Don't want to try

6 Do you understand the OMO model?

A Understood; B Heard about it, want to understand; C Heard about it, not interested

D Have not heard of it and would like to know; E Have not heard of it and have no interest

7 If your school conducts OMO courses, will you participate?

A Already participated; B Already conducted, want to participate; C Already conducted, not interested

D Not yet conducted, want to try; E Not yet conducted, don't want to participate

8 Why do you want to participate in the OMO program? (Multiple choice)

A interested in the new model; B approved of online courses; C approved of the OMO model; D other

9 Why don't you want to participate in OMO courses? (Multiple choice)

A do not want to try a new model; B online courses are not effective; C equipment reasons; D other

10 If your school started an OMO course, which factor would you be more concerned about? (Multiple choice)

A teaching effectiveness; B use of equipment; C cost; D time span; E location of the course; F accreditation; G course content; H other

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CERTIFICATE

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THIS IS TO CERTIFY THAT

Yumeng Guo

PRESENTED **PAPER ID : S6446B560020**

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